

COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET
SACRAMENTO 95814

25 April 1977

76-7733

TO: District and County Superintendents of Schools, Directors of Bilingual Education Programs, Personnel Administrators, and Others Interested in Bilingual Education

FROM: Peter L. LoPresti, Executive Secretary *PLR*

SUBJECT: Certification of Bilingual-Crosscultural Teachers

Passage of the Bilingual Education Act of 1976 and other related legislation has raised a number of questions concerning preparation and certification of teachers. The purpose of this letter is to clarify the areas which are the particular responsibility of the Commission, apart from the information you have been receiving from other sources about program matters.

Any questions dealing with the following subject matter should be addressed to the Commission:

1. Bilingual Teacher Education Programs
2. Bilingual Teacher Certification
3. Clearinghouse of Bilingual Teachers (Directory)
4. Emergency Bilingual Credentials
5. Certificate of Competence (Proficiency)
6. Assessment Processes for the Certificate of Competency

Please feel free to contract Dr. Gustavo Getner at (916) 322-2304 for questions concerning any of the above areas.

The 1976 legislation requires that teachers, who are to be assigned to a bilingual classroom as of September 1, 1977, must be bilingual-crosscultural teachers as defined in Education Code section 5767.2(h) or shall be bilingual in English and the primary language of the limited-English-speaking pupils in the class and hold an internship credential or an emergency bilingual-cross-cultural credential (Education Code section 5767.16). Copies of these two code provisions are included as Exhibit I.

The Commission presently issues three credentials which meet the requirement for bilingual-crosscultural teacher certification.

1. Bilingual-Crosscultural Specialist Credential. This credential may currently be issued on the basis of direct application to the Commission verifying completion of requirements shown on the attached form. In addition, 20 institutions have programs approved by the Commission to prepare specialists. A list of these institutions and languages represented is attached.
2. Bilingual-Crosscultural Emphasis Credential. This credential may be issued only upon recommendation of an institution having an emphasis multiple or single subject instruction program approval by the Commission. (See attached listing - Exhibit II)
3. Emergency Bilingual-Crosscultural Credential. A district must recommend an applicant for this credential after verifying the candidate has met all requirements including verifying the language and culture proficiency. A copy of the complete regulations is attached.

In addition, the Commission is prepared to begin issuance of Certificates of Competence on the basis of post-assessment recommendations made by institutions with approved specialist and emphasis programs of teachers already holding valid, regular teaching credentials. The Commission authorized all such institutions to make such assessments effective April 8, 1977 by the attached resolution. (Exhibit III)

The Commission is continuing to explore other assessment processes through which credentialed teachers may establish their bilingual-crosscultural competency. As soon as there are changes or additional procedures I will let you know.

If the district's needs cannot be met by any of the above, a request for waiver may be made to the State Board of Education. Granting of a waiver will depend, at least, on evidence that the Commission's clearinghouse or directory has been utilized thoroughly in accordance with regulations adopted by the State Board of Education.

Attachments

EXCERPTS FROM THE EDUCATION CODE

5767.2(h) "Bilingual-crosscultural teacher" means a person who (1) holds a valid, regular California teaching credential and (2) holds either a bilingual-crosscultural certificate of proficiency or other credential in bilingual education authorized by the Commission for Teacher Preparation and Licensing or a bilingual-crosscultural specialist credential. Such a person shall be fluent in the primary language and familiar with the cultural heritage of the limited-English-speaking pupils in the bilingual classes he or she conducts. Such a person shall have a professional working knowledge of the methodologies which must be employed to effectively educate those pupils.

5767.16 All principal teachers providing instruction in programs defined by subdivision (a), (b), or (c) of Section 5767.2 shall be bilingual-crosscultural teachers as defined pursuant to subdivision (h) of Section 5767.2, or shall be bilingual in English and the primary language of the limited-English-speaking pupils in his or her class and hold an internship credential, or an emergency bilingual-cross-cultural credential.

In recognition of the shortage of qualified bilingual-crosscultural teachers, a school district may request a waiver from the board for a teacher who is not bilingual-crosscultural but who is enrolled in a program leading to a certificate of competence for bilingual-crosscultural instruction, pursuant to Section 13125.4. Such a teacher, with the assistance of a bilingual-crosscultural aide, may teach in a program of bilingual instruction mandated by Section 5767.4 for not more than two school years. No waiver shall be granted unless the board finds that the district made a good faith effort to recruit and hire bilingual-crosscultural teachers through the clearinghouse maintained by the Commission for Teacher Preparation and Licensing, pursuant to Section 5769.4. All waivers granted pursuant to this section shall expire not later than September 1, 1979.

No teacher employed after the effective date of this chapter to teach in programs defined by subdivision (a), (b), or (c) of Section 5767.2 shall be eligible for such a waiver.

TEACHER PREPARATION INSTITUTIONS WITH
COMMISSION APPROVED
BILINGUAL EMPHASIS AND SPECIALIST PROGRAMS

EXHIBIT II

	EMPHASIS PROGRAMS		BL/CC SPEC.
	MULTIPLE SUBJECT	SINGLE SUBJECT	
<u>CSUC SYSTEM</u>			
CSC Bakersfield	X		X
CSU Chico	X		
CSC Dominguez Hills	X		X
CSU Fresno			X
CSU Fullerton			X
CSU Hayward	X		X
CSU Long Beach	X	X	X
CSU Los Angeles	X		X
CSU Northridge	X	X	X
CSPU Pomona	X		X
CSU Sacramento			X
CSC San Bernardino	X		X
CSC Sonoma	X		X
CSC Stanislaus	X		
San Diego State Univ.	X	X	X
San Francisco State Univ.	X		X
San Jose State Univ.	X		X
<u>UC SYSTEM</u>			
UC Berkeley	X		
UC Davis	X		
UC Irvine			X
UC Santa Barbara			X
<u>PRIVATE COLLEGES/UNIV</u>			
College of Notre Dame	X		
Mt. St. Mary's College			X
Univ of the Pacific			X
Univ of San Francisco	X		X
Univ of Southern California			X

EXHIBIT III

I. Higher Education Institutions - With Approved Programs:
Option One: (Passed by resolution on April 1, 1977)

WHEREAS, the provisions of recent legislation mandate employment of certified bilingual teachers for the 1977-78 school year, and

WHEREAS, there is an urgent need to make available at least one process by which qualified teachers who are bilingual may be assessed and recommended for a Certificate of Competence, and

WHEREAS, the Commission for Teacher Preparation and Licensing has already approved programs to prepare bilingual teachers in 20 colleges and universities, and

WHEREAS, These approved programs were developed with the advice of teachers and community persons, and

WHEREAS, many of these institutions have stated a readiness to begin assessment of language and culture competence.

THEREFORE, BE IT RESOLVED that the Commission for Teacher Preparation and Licensing, effective this date, authorizes those institutions which have Commission-approved programs to prepare bilingual teachers to conduct assessment in accordance with the criteria specified in each approved program, and

BE IT FURTHER RESOLVED that these institutions shall be authorized to recommend Commission issuance of the Certificate of Competence for persons who pass the assessment; and

BE IT FURTHER RESOLVED that the language and culture standards to be applied to the Certificate of Competence shall be the same as the exit standards for bilingual emphasis programs for multiple and single subject instruction credentials.

TITLE 5 REGULATIONS FOR THE
EMERGENCY BILINGUAL/CROSS-CULTURAL TEACHING CREDENTIAL
SECTION 5920.6

Section 5920.6. Emergency Bilingual/Cross-Cultural Teaching
Credential.

- (a) Requirements. This credential, valid for a one-year period, may be granted to an applicant who meets all of the requirements of (1), (2), (3), (4), (5), and (6).
 - (1) Completion of at least 90 semester units of college or university coursework from accredited colleges or universities.
 - (2) Competence in aural understanding, speaking, reading, and writing in a language other than English, to be listed on the credential and an understanding of the culture associated with that language. These competencies shall be demonstrated by one of the following procedures:
 - (A) Passing an examination or examinations covering each of the specified areas of competence in the language and culture. Such examination or examinations shall be designated by the Commission for Teacher Preparation and Licensing.
 - (B) Passing an assessment covering each of the specified areas of competence in the language and culture administered by a Commission-approved California institution.
 - (C) Passing an assessment covering each of the specified areas of competence in the language and culture by panel(s) of five bilingual certificated teachers appointed by the governing board of a local educational agency or county superintendent of schools.
 - (3) Either of the following:
 - (A) Three semester hours of coursework, or its equivalent, in methods, techniques, and materials used in bilingual classroom instruction earned in a teacher preparation institution approved by the Commission.

- (B) Successful completion of an in-service program of instruction in methods, techniques, and materials used in bilingual classroom instruction provided that the program is approved by a local educational agency or a county superintendent of schools.
- (4) Verification that the applicant meets either of the following:
 - (A) Has served in a bilingual classroom setting in a public school providing direct instructional services for a minimum of two years or equivalent.
 - (B) Is currently serving as a paraprofessional providing direct instructional services in a bilingual classroom.
- (5) Verification that the applicant is enrolled or has been admitted to a Commission approved teacher preparation institution.
- (6) Submission of the Statement of Need described in California Administrative Code, Title 5, Section 5920.3.
- (b) Authorization. The Emergency/Bilingual Cross-Cultural Teaching Credential authorizes the holder to teach at grade twelve and below in classes for limited and non-English speaking students in subjects which the applicant is academically competent to teach.
- (c) Terms of Renewal. An Emergency Bilingual/Cross-Cultural Teaching Credential shall be renewed for one year periods upon completion, during the life of the credential, of six semester units or its equivalent of collegiate work leading to a credential.
- (d) Special Instruction. The employing agency or district shall treat a person teaching on the basis of this credential as an intern and provide necessary supervision and assistance. To the extent possible, the supervision and assessment of the bilingual classroom teacher should include bilingual certificated personnel.

Date _____

STATEMENT OF NEED
(For full-time service or for long-term substitute and replacement service in
Bilingual/Cross-Cultural Teaching)

Emergency Credential in Bilingual/Cross-Cultural Teaching (California Administrative Code, Title 5,
Education Subchapter 17 of Chapter 1, Article 2, Sections 5920, 5920.3, and 5920.6).

To the Commission:

The County Superintendent of Schools has reviewed the information contained in this credential application and certifies to the following, in accordance with the policies of the County Board of Education:

1. The application and supporting materials shall be transmitted to the Commission for Teacher Preparation and Licensing without delay, even though the application may not be complete.
2. A thorough search has been made for a regularly credentialed person to fill this position. No person was found available for the position who holds a clear, partial, postponed, or preliminary teaching credential with an authorization needed for the position.
3. No applicant has been denied this position because of age, sex, race, religion or national origin. The policy of this school district is to employ teachers on the basis of merit alone, without any reference whatsoever to age, sex, race, religious or ethnic factors.
4. This statement of need is being submitted in support of: (Check one)

☐ Application for an emergency credential in bilingual/cross-cultural teaching in elementary grades (for full-time service or for long-term substitute and replacement service).

☐ Application for an emergency credential in bilingual/cross-cultural teaching in secondary grades (for full-time service or for long-term substitute and replacement service).

Name of applicant: _____

6. Social Security Number: - -

7. List subject(s) to be taught if departmentalized classes, or designate if self-contained class.

8. Grade(s): _____
List grade(s) to be taught

9. Name of School: _____

10. Name of School District: _____

11. Name of County: _____

12. The following three (or more) California college, university or other teacher placement offices were contacted within the past two weeks (indicate the date the teacher placement agencies were contacted). We have been informed by each such placement agency that no regularly credentialed person meeting the specifications for this position is available at a salary at least equal to the lowest annual salary payable under the salary schedule of this school district.

(a) _____ Placement agency	_____ Date	(d) _____ Placement agency	_____ Date
(b) _____ Placement agency	_____ Date	(e) _____ Placement agency	_____ Date
(c) _____ Placement agency	_____ Date	(f) _____ Placement agency	_____ Date

1. Salary offered: \$ _____ per year. This is at least the lowest annual salary payable under the salary schedule of this school district to a person in this position holding a regular credential.

(OVER)

15. This person is considered to be the best available candidate for this position for the following reasons:

16. This teacher will be provided the following additional supervision and in-service preparation beyond that given a regularly credentialed beginning teacher:

(a) Supervision: _____

(b) In-service preparation: _____

For Licensing Branch Use Only

Reviewed by _____ Date _____

Approved _____

Returned for additional information _____

Denied _____

College Work Completed

_____ Junior Standing at _____
(College or University)

_____ Senior Standing at _____
(College or University)

_____ Bachelor's degree _____
(College or University)

_____ Advanced degree _____
(College or University)

College major _____

Credential major requested _____

Language competence via _____, _____, or _____
(Exam.) (Instit.) (Panel Assessment)

Professional Courses _____ units

Supervised Teaching _____ months

District Superintendent

County Superintendent

(Both signatures are required
for service in a school
district.)

THIS FORM MAY BE DUPLICATED

Enclosure (2)

Page 1

**THE SPECIALIST INSTRUCTION CREDENTIAL
WITH AUTHORIZATION IN BILINGUAL CROSS-CULTURAL EDUCATION
(DIRECT APPLICATION BASIS)**

Before September 15, 1977, but not thereafter, application may be made directly to the Commission for the specialist instruction credential authorizing in bilingual cross-cultural instruction. Coursework must have been completed on or after July 1, 1964, and acceptable experience shall have commenced on or after September 1, 1970. Each applicant shall hold a valid basic teaching credential requiring a degree and teacher preparation. This may be a partial, preliminary, postponed, clear, or life credential, issued under present or prior regulations. In addition, applicants shall have successfully completed in accredited institutions a program including the following:

POSTGRADUATE WORK: A minimum of 24 semester hours or equivalent beyond the bachelor's degree.

SPECIALIZED PREPARATION: 24 semester hours of upper division or graduate level course work in the specialized area or in related areas, which shall include but not be limited to coverage of each of the three categories listed below (1, 2, and 3).

Not over 6 semester hours of credit may be allowed toward categories 1 and 2 below for teaching experience, at the rate of 3 semester hours of credit for each full year of experience. Verification of such experience shall be shown by continued employment in the public schools as a bilingual teacher in a bilingual program maintained with state or Federal categorical funds, or as a teacher designated by a district or county as a bilingual teacher, in a position or positions which utilize the teacher's bilingual instructional skills as verified by an appropriate district or county official.

SPECIFIC REQUIREMENTS:

(1) Bilingual Cross-Cultural Teaching Techniques And Strategies

- (A) Bilingual teaching strategies
- (B) Team teaching, with use of paraprofessionals
- (C) Performance-based teaching
- (D) English as a Second Language (ESL) technique
- (E) Target population language as-a-second-language technique
- (F) Development of bilingual and/or cross-cultural teaching materials
- (G) Teaching the bilingual and/or bicultural child
- (H) Teaching of reading in the target language

(Preparation in this area should include, but not be limited to: minority-oriented curriculum; motivation, characteristics, and development of minority students as related to classroom performance; communication differences; communication and language arts needs of children from bilingual families; curriculum development and evaluation of minority and bicultural education programs; materials and methods for teaching foreign language and ESL; basic philology and linguistics; implications for teaching culturally different and/or educationally deprived; laboratory practice teaching culturally and linguistically different; reading theory and methods designed for bilingual and/or non-English-speaking children.)

(2) Target Language Competence (Must be verified.)

- (A) Communication level:
 - Oral comprehension
 - Aural comprehension
 - Reading
 - Writing
- (B) Component level:
 - Speaking
 - Writing
- (C) Linguistics:
 - Current
 - Historical

(Preparation should include either the passing of an appropriate examination, or coursework to develop competence in speaking, reading, writing, and listening; the target language in the case of foreign speaking, or the ability to speak and understand the language of the sub-culture in the case of a linguistically different minority.)

(3) Competencies and Knowledge of the Culture

- (A) Contemporary life style of the target population (their current life style in the United States)
- (B) The mother culture(s) of the target population.

(Preparation should include social and economic factors related to the target population; community influences; philosophy of education for the culturally and/or linguistically different, and

the target population's background of history, culture, awareness, and values.)

Competence in aural understanding, speaking, reading, and writing in a language other than English and an understanding of the culture associated with that language may be verified in one of the following ways. Verification of target language competence requires passage of an assessment covering each area in item (2), the language assessed to be the language associated with the culture studied in item (3). One of the following methods may be utilized to establish the required competence:

- (A) An assessment administered by an institution with a Commission-approved Bilingual/Cross-Cultural Specialist program, with passage of the assessment to be verified by the university program coordinator/director, OR
- (B) An assessment administered by a panel(s) of five certificated teachers possessing the appropriate Bilingual/Cross-Cultural Specialist Credential appointed by the superintendent of schools of a local educational agency or by the county superintendent of schools, passage of the assessment to be verified by the local education agency, OR
- (C) An assessment or examination administered by the graduate division of the appropriate California college or university foreign language department or division, passage of the assessment to be verified by the chairman of the Foreign Language Department.

(A summary adapted from credential regulations and Commission policies.)